

THE SCHOOL GOVERNMENT CHRONICLE

AND
EDUCATION REVIEW

Vol. cxlvi. No. 3,346.
(Estab'd. 1871).

Incorporating "The Education Authorities Gazette"

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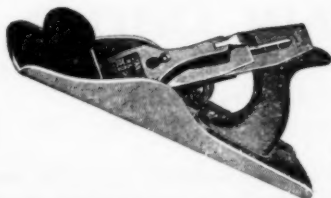
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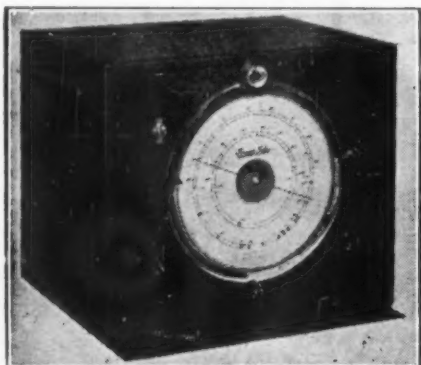
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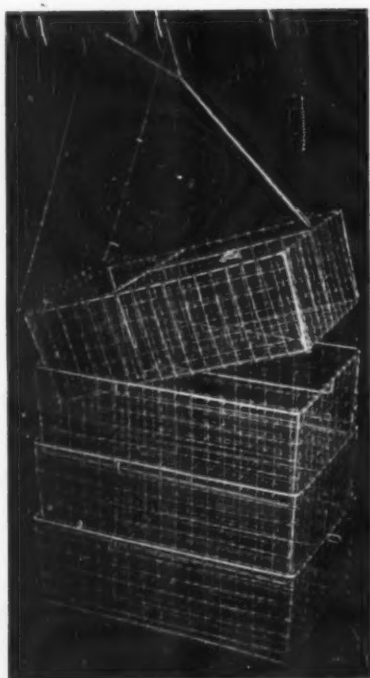
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The
**SCHOOL GOVERNMENT
CHRONICLE**

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,346. VOL. CXLVI.

MAY, 1954

Education for National Welfare and Security

By Mr. FREDERICK J. EVANS, J.P.*

Public Attitude in Peace

It is one of the tragedies of history that, in ordinary times of peace, the decline of a nation is so slow, so imperceptible, that nobody appears to be able to do anything effective to arrest it. It would seem as if the peoples involved were so obsessed, so befogged, by their pressing problems, problems not necessarily selfish, but always immediate, that they are unable to see clearly where they are going. It is true, of course, that men and women have, from time to time, stood up and declaimed against the ominous trends of the day, but they have usually been silenced, either by violence or ridicule. And even to-day, in these kinder times, in this freest of all lands, it would be almost indiscreet for anyone to declare that if the children of Britain are not now receiving educational equity and justice, this great nation of ours is already in process of decline, that in the atomic age now dawning, the real alternatives are education or destruction, he would be in grave danger of being called a visionary; although we all know that where there is no vision the people perish. And if I, as President of the Union, were to add, were to remind you, that the greatest Teacher of all placed a child in the midst of them, and warned that it would be better to commit suicide than to harm him, it would almost be regarded as a breach of good taste; and yet, if there is no divinity in a child, I know not where else on earth to find it.

And in War

But fortunately, in time of peril, the picture is much clearer and fuller of understanding. To me, the sole glory of war lies in this: that it presents a truer sense of perspective and proportion. It focuses the light of events on the possibility of decline, in terms of imminence and steepness; and in searching for something to which we can cling, something that will, at one and the same time, raise and sustain the morale of those who are prepared to sacrifice their all for us, and something, too, that gives a hope (however faint) that such a catastrophe will never recur, we invariably turn to the child; as if we knew that no one is more loved than he, and as if we were aware, too, that, if there is no hope for mankind in our schools, there is no hope.

Forster and Balfour Acts

As early as 1870, when this country seemed in no grave danger, the powers that be looked towards the child. Those who have studied the speeches—as reported in *Hansard* and

the Press—of those who advocated the Forster Act, will remember that reference was made, even then, to the increasing military might of Germany. Both Austria and Denmark had recently been attacked and despoiled of territories; and, even as they were talking, France was being humbled. It was stated in Parliament, and it was a masterly understatement if applied to our own, that the soldiers of Germany were better educated than those of her neighbours, and that their successes in war were not unrelated to this state of affairs. And so the Act of 1870 was passed, reluctantly perhaps, meagrely certainly; but a start had been made, a foundation laid upon which much could be built.

In 1902 much was added to the educational edifice. The Local Education Authorities were established, with power to build and administer State secondary schools, and though mention was made in Parliament of an expression of gratitude to those who fought in the South African Wars, there can be little doubt but that Mr. Balfour's Act was motivated as much by the Kaiser's telegram to President Kruger, as by the relief of Mafeking. But whatever the cause, the co-operation envisaged—among Whitehall, the L.E.A.s and the teachers—was a momentous step forward, and is something that, if we have regard for our freedom, we will try to maintain and strengthen. There are those who would like to dispense with the L.E.A.s. I would counter this with a fervent appeal for much closer co-operation if our educational system is to achieve what most of us have in mind.

The Fisher Act

In 1914 the menace of total war began. In loss of life it delivered us a body-blow from which we have not yet recovered. A million and a quarter of our finest manhood dead! No wonder we yearned to reward them by thinking of their children; small wonder the Fisher Act was passed. It was a finely worded measure, noble in concept (as everything from the mind of that great historian and philosopher must inevitably be), but it was administratively impotent. No authority in the land implemented it. I do not know whether it was the loss of those slain or just the emergence of a cold and cruel cynicism, but in no period in history was bad government more in evidence than during the inter-war years. Statesmen like Mr. Asquith were rejected, others like you know who elected, and in the testing-time of the early thirties, the elderly genius of Lloyd George and the younger genius of Winston Churchill were both ignored. Operations like those of the "Geddes Axe" were busy deflating our economy—and it was no accident that our moral and spiritual values receded at the same time—and

*The Presidential Address to the N.U.T. Easter Conference at Margate.

never was the wisest of the *obiter dicta* of the Chinese sage Confucius more justified. He was walking with his disciples through his beloved Hopeh when he came upon a woman weeping. Halting his disciples, he said, "Woman, why weepest thou?" She replied, "Sir, a tiger has killed my husband, a brother and one of my sons." After condoling with her, the sage said, "If this is such a dangerous area, why do you not move into a safer one?" She looked at him in some surprise, and said, "But sir, there is good government in this State." And turning to his disciples, Confucius said, "The woman is quite right: bad government is more ravenous than a tiger." And when we reflect upon the bad government of the inter-war years, and the encouragement given to bad government in Germany and Italy and Japan—and the millions of the world's youngest and best who perished as a consequence—we have no alternative but to come to the same conclusion.

The Butler Act

And so, relentlessly in 1939, the menace appeared again; not even with the inevitability of gradualness, but remorselessly swift. Once again, too, we turned to the child, promising the fathers, elder brothers and uncles who fought abroad, and those of us who endured and suffered at home, that we would not forget him, and this time with such sincerity that our children's welfare received a higher wartime priority than ever before. The Education Act of 1944 was passed, an Act philosophically sound and administratively potent, a co-operative piece of legislation by all political parties, the greatest common measure of agreement by Parliament, L.E.A.s, Churches and teachers: in brief, the finest Education Act in any language and at any time.



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1945 is undoubtedly the most significant and decisive date in our history. It saw the end of the Second World War, and the terror of the first atomic-bomb explosion. It saw, too, the end of our colonial expansion, and its replacement by something akin to contraction. Self-government, racial and economic equality became the practical expression of a kind of new brotherhood of man, so that now we are entirely dependent upon the skill, resourcefulness and culture of the ordinary individual. As teachers we are proud of the children entrusted to our care; and we are grateful for, perhaps, the greatest gift of 1945: the Butler Act became law, and we are able, if the nation is wise enough to permit, to educate our pupils to the limit of their abilities and aptitudes. Our task cannot be easy, for one of the legacies of war is a restriction of the financial means to honour pledges given; but honour them we must, and to those who say we cannot afford these things we reply that educational advance is the one thing this nation cannot afford not to afford.

Full Implementation Essential

One thing is certain, we dare not repeat the cynicism of 1918 and postpone a review until a Third World War is upon us. We should be too late, and so I appeal to those in power, to those in authority, to satisfy themselves that our educational system is, in fact, the progressive implementation of the Act of 1944. I am not suggesting that Mr. Churchill should follow the advice of Plato, and become Minister of Education instead of First Lord of the Treasury. I am not even advocating a Royal Commission, resulting in the thickest of blue tomes collecting dust on the highest of Whitehall shelves; but I am suggesting that if the Prime Minister desires to preserve this country's greatness for 1,000 years, he should, even in this time of uneasy peace, glance objectively at the educational system of this country; not at a part of it, but at the whole of it. From this penetrating gaze no aspect should be excepted, not even the universities and the public schools, for we are here concerned with nothing less than national welfare and security, and the means, actually to hand, for advancing it.

The Universities

In this country we are proud of our universities and of their independence, and we are satisfied that their great leaders are fully alive to the vital importance of a unified educational service. There are those, however, who believe that there is a kind of downward thrust from the university through the grammar school, down even through the primary school, and that this adversely affects the educational and cultural development of the child. There are those, too, who hold that the multiplicity of faculty requirements, which not only vary from university to university, but in the same university from time to time (often without either consultation or warning), is inimical to maximum secondary school progress. Others complain that the universities, while reluctant to add appreciably to their own departments of technology, are jealously opposed to the establishment of the great regional colleges of technology and commerce, with university status, once envisaged. Still others are critical of the fact that the universities have not awarded the hoped for number of open scholarships to secondary school pupils.

If there is any validity in these objections, and if remedial counter measures are warranted, it is reasonable to assume that the courts of governors will give them earnest consideration, if only because events impel.

The Public Schools

As for the public schools of Britain, they are educational establishments of great merit. It is not our custom to condemn and abolish schools that have conditions of service so generous that education, as distinct from instruction, can, indeed, be given. Pious founders like William of

Wykeham and King Henry VI build better than they knew, Wykeham founding munificently New College, Oxford, and Winchester School (in that order); Henry VI, Eton and King's College (whose Chapel is the glory of Cambridge). In each case the university college was ready as soon as the boys were ready—as near perfection as possible.

Great headmasters like Vaughan of Harrow and Arnold of Rugby also played their notable part. When Vaughan was appointed headmaster of Harrow at the age of twenty-seven, the school was at its nadir. Only a handful of boys remained, and the new headmaster received an anonymous letter strongly advising him, if he wished to make a success of the school, to expel them all. But it was not Vaughan's way to solve his problems by passing them on to others. When he left the school (of nearly 500 boys) it was amongst the finest in the land. And if you require evidence of the esteem in which Vaughan was held, look at the Vaughan Library in Harrow School, an impressive memorial from old boys of the school to a headmaster who can only be described as a superlative example of brilliant modesty.

Few will question the quality of such public schools; but if they provide education of a superior kind and, mainly because of their generous teacher-pupil ratio, they do, and if, too, the particular type of education justifies the handing of a very high proportion of the plums of state and Church and school to public school pupils, then we can no longer afford to exclude from them the nation's finest minds, however empty their parents' purse, however obscure their origin, however slight their privilege. Preserve these schools by all means, but let entrance to them be conditioned by the aptitudes and abilities of the candidates, for such an arrangement appears to be a condition precedent to a virile and educated democracy; a democracy that can think, and plan, and work; a democracy that, because it endeavours to be both equitable and just will always encourage the highest possible standards of life.

The Significance of Work and Leisure

And if anyone imagines that these standards are never in jeopardy, he must be quite unaware of what is happening, or shutting his eyes to the facts. About six months ago I led a Union deputation to Germany, and what we saw there can only be regarded as frightening. We saw a people absorbed in reconstruction, with a capacity for work and a zeal for education almost disconcerting. For when a nation adopts these twin principles, principles that are not unrelated, then only artificial restrictive measures (such as war) can prevent that nation becoming great, even paramount. It is somewhat ironic to reflect that two generations ago the German educational system favoured the philosophy of an Englishman, Herbert Spencer, while our own leaned towards that of a German, Herr Herbart, Spencer stressing the significance of work, Herbart the importance of leisure. We have both learned our lesson well. We can spend three days in the hot July sun, watching a cricket match and calling it time well spent; whereas they are working like beavers. And to those who complacently think that these things have no relevance to our standard of living, even to our welfare and security, I can only quote Hegel's most profound dictum: "The wounds of reason can only be healed by deeper reasoning." We must think again, and more effectively.

Herbert Spencer is not the only British philosopher who has emphasized the value of work. In his *Past and Present*, Thomas Carlyle wrote: "All work is noble; but every noble crown is a crown of thorns," while John Ruskin, in a letter to a young friend, advised him to "Seek work, and thoroughly do it." Whether or not you agree with either of these, you will agree that work has a special dignity, a supreme nobility, when it is recognized as essential to the preservation of our way of life. And as teachers we should be proud to educate to this end. If we could evolve an

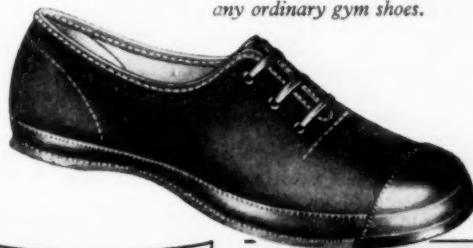
educational philosophy that would be an admixture of Spencer and Herbart, plus a touch of Froebel and Montessori, with perhaps a flavouring of the McMillan's, all would be well.

Viewing the educational vista spread before them, Mr. Evans thought it was a great misfortune that no one had done for teaching what Florence Nightingale had done for medicine. "Of course," said Mr. Evans, "we also have a Florence, and if Miss Horsbrugh would agree to carry the cause of Education as a torch in flame, there is not a child in the land, or teacher either, who would not honour her shadow whenever it passed." It was to teachers a matter of great regret that the desire for goodwill on their part should be met by the Minister's attack upon superannuation conditions. While not presuming to advise the Minister on her conduct of affairs, Mr. Evans thought he would be failing in his duty to the education service if he did not warn her of the intense bitterness she was arousing in the minds of teachers. They deeply resented being singled out for such ill-treatment and, unless the Minister was determined to perpetuate the growing enmity of those she presumed to serve, she would be well advised to withdraw the Bill even now and restore their waning confidence in her.

Discussing next some of the difficulties facing teachers to-day, Mr. Evans felt the most urgent need was for a reduction in the size of classes, for only in small classes could teachers get to know the individual child. "Teachers believed that any obstacle which lay in the pathway that led to a boy or girl's full educational and cultural stature should be removed. Because of large classes, however, the child himself easily became an obstacle and so there arose a multiplicity of advisers—psychologists, psychiatrists, psycho-analysts, and others—but it was, he felt, sometimes necessary to stress that the child mind was something on

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which no one could speak with finality. Border-line cases at eleven had become good State scholars at eighteen, and students who just managed to enter a university had been known to leave with a First. It was extremely doubtful, he thought, whether world figures like Newton, Darwin, Einstein and Churchill would have passed some of the 11+ examinations, but their genius was none the less scintillating for that."

Mr. Evans then went on to discuss the need for securing more money for education, better salaries to attract many thousands of prospective candidates for the teaching profession, and more money for the more equitable distribution of grammar school places. "It could not be right that, under an Act, which based education upon aptitudes and abilities, the area in which a child lived should condition his chances of a grammar school place." Mr. Evans quoted that it was seven times as easy for a child in Merioneth to go to a grammar school as for a child in Oakham; the chances in England, he said, were 1 in 5, for Wales 1 in 3. There were County Boroughs in England more than three times as wealthy as Merthyr Tydfil that offered less than a third of the facilities for educational advance. It may be, said Mr. Evans, that the late David Lloyd George was right when he stated that the people of Wales had a passion for education, whereas the people of England saw 'nothing agin it.

Such reforms, however, would cost money and many looking at the cost of defence sadly shook their heads; but the speaker thought there was no conflict between child welfare and national security for they marched together from strength to strength. "Harm Education and you injure the Services, because a good citizen and a good serviceman are one and the same person. When we can convince the Treasury of this—and with Mr. Butler it should not be impossible—priorities can be adjusted that will benefit the nation through its youth."

Last year, at Blackpool, said Mr. Evans, the Union declared that they were concerned with the spiritual, moral, intellectual and physical welfare of the pupils entrusted to their care. But it was well to remember that the more lofty the concept the baser the reverse, and the reverse in this case—a failure to have regard for moral and spiritual and cultural values—could be summed up only in the term "delinquency." The expression "juvenile delinquency" could so easily become an alibi for wrongs done to the child. "Broken homes, parental neglect, cruelty, low adult standards, and the crowding into the courts of the educationally sub-normal, all took their toll. More than 12,000 ascertained educationally sub-normal children in the ordinary schools of England and Wales who, if buildings were available, would be receiving special treatment! And an equal number of other handicapped children besides! And in spite of all, fifteen delinquents per 1,000."

The facts that confronted them were somewhat sombre, said Mr. Evans, but the National Union of Teachers was not over-awed by them. Important though facts were, he said, they would be accepted as a challenge for the welfare of teacher and child. The Union would go forward with the challenge, never resting from mental strife until there had been secured for the children of others the education they would wish for their own. "Then," concluded Mr. Evans, "our men and women—our boys and girls grown up—will say, 'They did not serve in vain.'"

The Smethwick Education Authority have adopted a scheme, to start in September, to enable children from secondary modern schools to transfer at fifteen to a full-time course at the grammar school, technical school, or technical college, lasting up to three years beyond the statutory leaving age.

Prospects of Smaller Classes in Primary Schools

"No Need to Feel Down in the Dumps about Education," says Minister of Education

"If we can go on as we are doing, the position regarding overlarge classes should improve well before 1960" Miss Florence Horsbrugh, Minister of Education, said at Bristol, where she opened thirteen new schools. "Overcrowding will begin to decline in the primary schools after this summer, slowly at first, but more rapidly from the Autumn of 1956 onwards." In some areas the number of overlarge classes in secondary schools may increase temporarily as a result of distribution difficulties; but a continuation of present policies should enable national staffing ratios to be maintained while the high tide of these children flowed through these schools.

From now onwards the rate of increase in the school population would be less than half what it had been in the last three or four years. As a result, her policies in respect of teachers and buildings were going to produce a reduction in the size of classes, which was the most important objective for everyone to aim at.

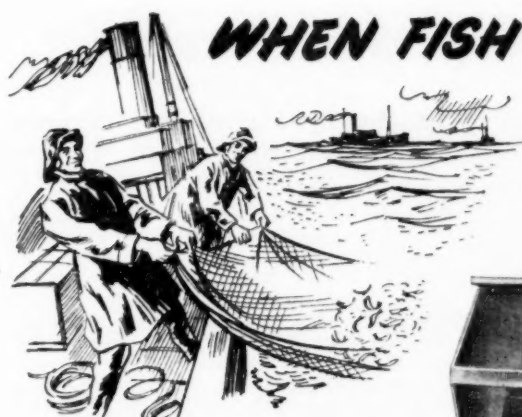
The Minister dismissed as ridiculous charges that she was complacent or gloomy about the size of classes and claims that teachers and local education authorities had lost faith. "There is no justification for depression or for despair. In fact, we can properly be proud of what we have achieved and confident of what we shall attain," she added.

The Minister pointed out that the position regarding the size of classes was better today than it was in 1938. Since then there had been a war which had destroyed or damaged 5,000 schools; the school leaving age had been raised; and the school population had increased by 1½ million in eight years. Not only had these extra children been accommodated, but a steady reduction at least would soon begin in the size of primary classes. This had been done without diverting materials and resources from Defence, Industry or Housing. "All this is surely something to be proud of," said the Minister. "There is no need at all for us to feel down in the dumps about education."

Comparing the present-day position with that before the war, the Minister said that the proportion of primary school children in classes of over 40 was 41 per cent. in 1953 as against 44 per cent. in 1938, while the 1938 figure for classes of over 30 in secondary schools had been 62·7 per cent. compared with 57·7 per cent. And in 1953 there were 250,000 more children in primary schools than in 1938 and 500,000 more than in 1950. Similarly for secondary schools there were in 1953 some 500,000 more children than in 1938 and 75,000 more than in 1950.

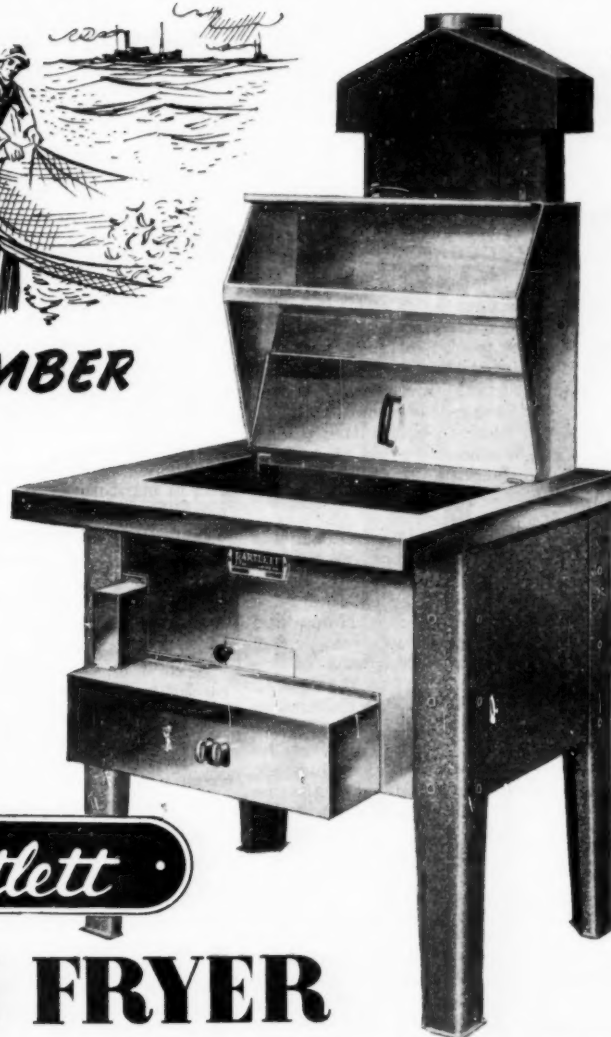
On the recruitment of teachers, the Minister referred to statements that the teaching profession was no longer attractive to new recruits and claimed that the facts told a different story. The present position was better than had been expected. The National Advisory Council estimated that an annual increase of 5,000 in the teacher strength would be needed for the years 1950-1953, and the average increase had been 6,000. The average annual recruitment to training colleges for 1950-1953 was 11,000; the actual figure for 1953 was 11,300 and at least as many were expected this year. The National Advisory Council had reported that an annual increase of 3,200 would be required in the period 1954-1960 and it already seemed clear that this figure would be exceeded.

On school building, the Minister gave the following figures for the value of primary and secondary school contracts completed: 1951—£25·3 million; 1952—£35·1 million; 1953—£42·1 million. The 1953 figure was the highest for any post-war year. The figures for new contracts approved had risen from £37·4 million in 1951 to £41·3



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million in 1953. The annual school building programme of major projects (the value of new work to be started in each year) was now running at the rate of £45 million a year.

In the last four years more than 700,000 extra children had been accommodated. Enough places (180,000) were under construction to cope with the further increase of 80,000 in the number of under-elevens between now and its peak in 1956, and all new primary school building started in future would be on account of new housing development. And the secondary school building programme had now reached a level which, if maintained, should provide for the accommodation of all the extra 700,000 senior children who were expected to enter the secondary schools by the end of 1960.

Education Welfare Officers' Annual Conference

The 63rd Annual Conference of the Education Welfare Officers' Association (which was founded in 1884) was held last month at Southport, and was attended by some ninety delegates, among them officers from Scotland, Northern Ireland, Wales and from all parts of England.

Beginning with a Civic Welcome from the Mayor of Southport (Alderman W. Tattersall, J.P.) and from the Chairman of the Southport Education Committee (Councillor G. B. Woolfenden), the Conference heard an address from Southport's Director of Education, Mr. S. R. Hutton, on "The Place of the Education Welfare Officer in the School System."

Mr. Hutton said that the Education Welfare Officer was all too often taken for granted so that it were well that we should pause now and again to consider his part in the school system. His work had to do with all those intangible human relationships which existed between Home and School. This entailed work which required a great deal of shrewdness both in the judgment and approach of the officer. So many things had been built on to the central task of attendance and the enforcement of the children in employment laws that the Education Welfare Officer had to be something of an "Admirable Crichton." In this he certainly had to be something of a lawyer, a psychiatrist, a practising psychologist, and an Educationalist in that he should know something of modern methods in education in order to answer many of the queries which parents put to him on his visits to the homes of the children. He had, also, to be a bit of a detective, and a doctor. These were some of the things which went into his make-up: it was the basis upon which he could meet "bluff with guts" and yet at the same time treat all cases with human sympathy and care. Mr. Hutton went on to review the apparent changes in the schools during the last seventy years and to show how the officer's methods and approach had had to change alongside these. But no matter the age, the officer was the personal link between the home and the school: he should undoubtedly be an honorary member of every Parent Teachers' Association.

Among the resolutions carried was one urging the local education authorities to include in their arrangements for the supply of clothing to children, such distinctive clothing as was customary in the particular school attended—thus, a child attending (say) a grammar school which had a regulation dress would receive this and not the standard clothing issued from the Committee's store. Other resolutions called for a revision of the scales of assessment in connection with the supply of free meals; expressing alarm at the decline in the number of school meals being taken and calling for their supply as part of the Family Allowance Scheme; drawing attention to the unsatisfactory situation caused by differing practices between authorities on such

matters as school leaving terms and conditions of child employment.

The Conference reiterated its belief that the service should be a certificated one in which every district officer should hold an examination qualification as a guarantee of his fitness to give the degree of service to the families in his district which they had a right to expect.

Teachers' Salaries in Northern Ireland Increases recommended by Scott Committee

The Committee recently appointed under the chairmanship of Sir William Scott, C.B.E., to consider the salaries and allowances of teachers in all types of schools in Northern Ireland recognized by the Ministry of Education has now presented its report, which has been accepted by the Minister (Rt. Hon. H. C. Midgley, J.P., M.P.).

The Committee has re-affirmed the principles governing the structure of the salary scales and allowances which were laid down by the first Black Committee in 1945-46 but has recommended increases in the existing salary scales and in certain of the allowances. The increases will have effect as from 1st April, 1954.

The salary scales for full-time qualified teachers should, it is recommended, be improved both at the minima and maxima by amounts which vary between £35 and £60 for men and £28 and £50 for women; the points in the scales at which increments increase should be brought forward.

The following are the scales recommended for full-time qualified teachers in primary, secondary and special schools and in institutions of further education (existing scales are parenthesised).

Scale 1 (two-year trained teachers); Men, £435-£765 (£400-£715); Women, £377-£630 (£347-£587);

Scale 2 (three-year trained teachers); Men, £450-£785 (£415-£730); Women, £387-£647 (£357-£597);

Scale 3 (four-year trained teachers); Men, £475-£830 (£440-£752); Women, £407-£682 (£377-£617).

Scale 4 (graduate teacher, degree having been obtained by full-time study); Men, £491-£865 (£456-£810); Women, £420-£700 (£392-£657).

Scale 5 (Honours graduate teacher degree having been obtained by full-time study); Men, £526-£950 (£491-£890); Women, £446-£760 (£417-£712).

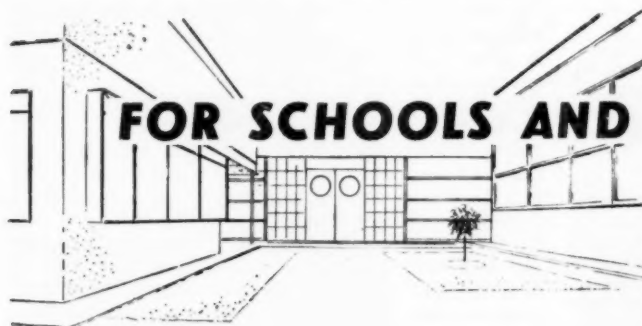
Rural Problem

In the course of the report, the Committee state—"It is unfortunately necessary to staff a considerable number of the schools in remote country districts with unqualified teachers. We are advised that, although more qualified teachers are now coming forward from the training colleges, the present arrangements, which involve the employment of a number of unqualified teachers, are likely to continue for some years to come. To assist in coping with this problem we propose increases in the remuneration of certain classes of unqualified teachers."

The report also states that the Committee was impressed by arguments in favour of additional remuneration for where difficulties are experienced in securing and retaining the services of fully qualified teachers. Especially is this so in the remote rural areas. To meet this difficulty it was proposed to raise the allowance of principals in schools where enrolment is less than thirty from £155 to £175 per annum.

Increases in allowance are also recommended for principals in special schools and in the number and value of posts of special responsibility in technical schools.

Forty pupils have begun a three months course as folk song teachers at the Hungarian Folk Art Institute. Their job will be to teach folk songs to choirs all over the country.



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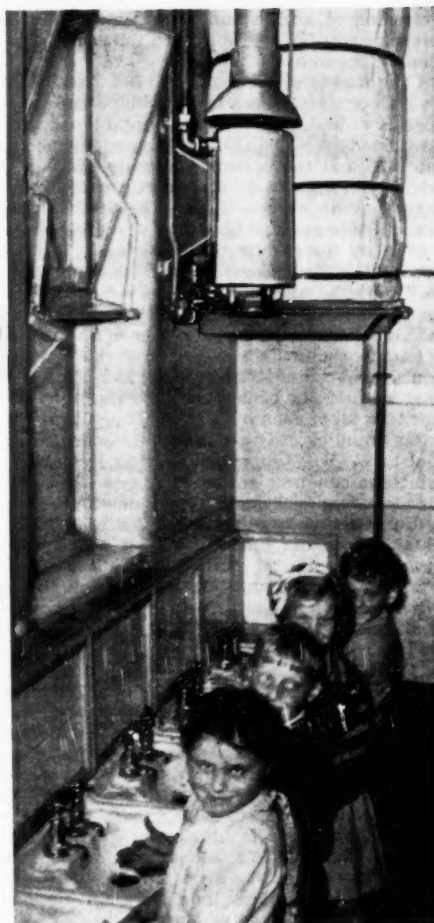
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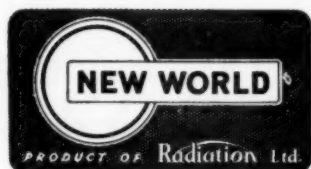
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The Great City

By MISS H. M. GREEN*

"Where women walk in public processions the same as the men,

Where they enter the public assembly and take places the same as the men . . .

There the great city stands."

Walt Whitman was writing these words in his poem, "Song of the Broad Axe," when the struggle for the emancipation of women had been going on for some time and when it was beginning to gain impetus. The women's movement, begun by Mary Wollstonecraft with "A Vindication of the Rights of Women," in 1792, had, by the middle of the 19th century begun to take shape and by the end of the century had gained some notable victories. The Infant Custody Act of 1839, the Married Women's Property Act of 1870 and the opening of the medical profession to women are but a few of the steps on the road to the complete emancipation of women during the 19th century. Few could then have realized how long that road was to be and that, even by the middle of the 20th century there would remain much to be accomplished by and for women before "finis" could be written to the story.

The National Union of Women Teachers has always played an important part in the Women's Movement. Many of its founder-members were active workers in the Suffrage Movement but these women were clear-sighted enough to see that all had not been won when the right to vote was obtained for all women over twenty-one. Until Equal Pay and true Equality of Opportunity are achieved the work is not finished. The Union believe that these are principles for which it can best work when existing as a separate, independent organization. It is sometimes suggested in educational periodicals that there is a need for a "unified profession" and our critics often infer that we would do well to work within the ranks of some larger organization. May I remind them that it was precisely because some women found it impossible to get a fair hearing for their point of view on the subject of Equal Pay that they decided to form another Union?

One Woman Director of Education

The denial of equality of opportunity manifests itself in many different ways. Sometimes it is only implied and its authors innocently aver that there is no intention to perpetuate an injustice. Sometimes it is more flagrant as in the operation of the quota system and the appeals to women teachers to transfer to the departments for the younger children thus making room for the men to teach the older ones. This is an attempt to deny to women the right to choose what they wish to do. Many women prefer to teach the older children and have not, necessarily, any special desire to teach the younger.

There is a shortage of women recruits to the teaching profession. Thanks to the work of the early pioneers so many doors once closed to women are now open and women are entering trades and professions from which they were once barred. The teaching profession has now to take its place amongst all these others in attracting young women to its ranks. We must face the fact that teaching is less attractive now than formerly and may the reason for this not be the difficulty in achieving the highest posts—there is but one woman Director of Education in the country. It is difficult to measure the effect this lack of promotion has on recruitment and yet I am sure it operates in a very adverse way. The world recognizes merit in a post in two ways—by a just reward for labour and by opportunities for advancement. The teaching profession must plainly offer both in order to be attractive to women.

*Presidential Address to the Conference of the National Union of Women Teachers at Leamington Spa last month.

It was Carlyle who said that "the great law of culture is: Let each become all that he was created capable of being." If I may add "she" to the masculine pronoun in that quotation I would say that that is as good a definition of culture as we could find. I sometimes wonder whether, in our educational system, we are doing all we should to help girls to develop their personalities to the full. How slowly bad traditions and prejudices are broken down. After a long experience of teaching girls I am convinced that, given the opportunity, there is very little that girls cannot do, in all spheres, and do supremely well. Yet all too often one comes across people who suggest that the kitchen walls should be the limit of a woman's horizon and that it is unnatural and unfeminine to desire to extend that horizon. It is dangerous for anyone to generalize and to say that women will never be able to do such and such a thing. When given the opportunity and the necessary freedom in their education to develop their abilities, women have already achieved much—Mme. Auriol has broken through the sound barrier, Mme. Kogan has climbed a 23,410 feet peak in the Himalayas, Canada has a woman county court judge, Mrs. Pandit of India has become the first woman President of the United Nations Association, the United States has two women diplomats, a woman Ambassador as well as many women consuls and vice-consuls. Our own country would seem to be very backward in recognizing women's ability in the field of the Diplomatic Service.

Technical Needs for Girls

It would seem to me, however, that the needs for our girls is an increase in the facilities for technical education. The provision for boys may be too little but for girls it is, in many areas, almost non-existent. It is true that most secondary schools provide a modicum of Domestic Subjects for their girls, but this is not what I envisage when I talk about technical education. I want schools that will bear comparison with the best of our grammar schools in buildings and the physical amenities they provide together with a liberal education and opportunities for the girls to receive technical training in a very wide sense. May we hope, when such schools are built, that the provision will not run on the traditional lines only of domestic subjects and needlecrafts? Important though I believe these to be and I would be the last to belittle what is done to equip girls to be capable and useful women in the future, I think the modern woman needs something more. In a machine age such as ours is, when much even of kitchen work can be mechanized, a woman needs to have a knowledge of the working of machines, and in an age when so many women are working in industry it is only right that women should be given the opportunity to rise to the higher managerial posts. Without the right kind of training girls cannot have this knowledge or achieve these positions. Therefore I do urge that when plans are being made for new schools that this question of technical education for girls will not be forgotten. It must be a source of great pleasure to those members of this Union who for so long have pleaded that this type of education should be made available to know that Birmingham has recently built a Technical High School for Girls which could, conceivably, become a pattern for the rest of the country. I look forward to the day when the winning of an aeronautical scholarship by a girl ceases to make news, when a woman engineer working on pioneer technique in television and women helping to maintain jet planes in the R.A.F. are accepted quite naturally because they are commonplace occurrences.

I believe that nothing but benefit to mankind would arise from my suggestions. They would result in an enrichment of life of which we have, as yet, but a very small idea.

Just as the "great city" stands where women as well as men are allowed to make their contribution to civic life, so



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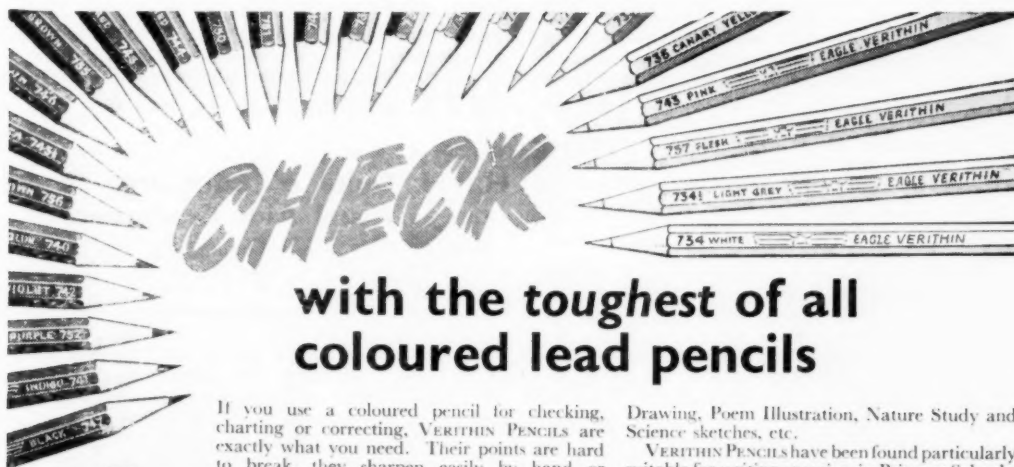
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I believe that no country can be called great unless its people are a well-educated democracy.

Of all the pre-requisites for the right kind of atmosphere in which education can flourish we must have Peace. Not an uneasy peace but a settled period without the fear of war.

It behoves us as educationists to inculcate in the minds of those we educate those qualities of tolerance, sympathy and understanding each for the other in our own country and for the peoples of the world, that war just cannot happen. This may appear to be idealistic and difficult of realization but I think that teachers should be the last to be cynical about it and, using the opportunities they have, should try to make the children aware of themselves as citizens of the world as well as citizens of their own country.

A Disturbing Document

The Select Committee's Report on Schools published last year was, to say the least of it, a disturbing document. This Union had viewed with dismay the proposed slowing down in the building programmes notified in Ministry circulars in 1949 and 1952, also the 5 per cent. cut in the education estimates for 1952-53. We realized that this slowing down and these cuts could not be made without seriously affecting the education service. When the Select Committee's Report was published it more than justified our Union's condemnation of the false economies in education.

The women of this Union realize that the adverse conditions under which so many teachers have to work are militating against the recruitment of teachers. Many of us view with the greatest pleasure the wonderful schools now being built and we rejoice that children are being educated in surroundings that are truly beautiful and spacious. This, of course, is right because it is difficult to foster a love of beauty in an ugly and confined building. The world is indeed "too much with us" these days and very often it is an ugly, dreary world. We need to inoculate our children against the onslaught on the senses of much that is unattractive in our modern life. With the lessening of Church affiliations and the break-up of family life, school may be the only place where the ideals of truth, beauty and goodness are to be found. It should be a *sine qua non*, then, that the building in which education takes place is as beautiful as possible. It is to be deplored that some teachers and children will still have to go on working in buildings which were condemned as unfit for continued use, and incapable of being improved, as long ago as 1925.

The Most Worthwhile Job

To those teachers with a true sense of vocation teaching is the most worthwhile job in the world. However, when we compare the remuneration a teacher receives with that of other professional people one is tempted to think that the job of developing a child's whole personality is deemed to be of less importance than that of curing his toothache! Satisfying though teaching may be it certainly has its frustrations not the least of which arise from the criticisms of people, in all walks of life, who rush into print or who raise their voices publicly to condemn what they think takes place in schools. It is to be expected that educationists will differ as to their methods of educating for there is not one way of educating a child, there may be hundreds, much depends upon the child itself. I think it must be remembered, too, that although in its fundamental nature the child does not change, its environment, in a rapidly expanding, scientific world changes enormously. The child who, fifty years ago, was thrilled by a ride in a railway train is already making its educational visits by aeroplane and may soon be regarding inter-planetary travel as commonplace.

It is the failure to appreciate this change that results in the ill-informed criticism of educational methods which we

so often read. I would urge that teachers be allowed to get on with the job of educating the children (which in its simplest definition means something much more than stuffing a child with facts, even something more than "a good grounding in the Three Rs"—important though this is). I would also urge teachers not to lose faith in themselves or in what they are sincerely trying to do.

We are grateful to those progressive Authorities which have given support to the principle of Equal Pay—Authorities like the L.C.C. which put the principle into practice where it had power to do so, and Gloucestershire Education Committee which has "decided to ask its representatives on the Burnham Committee to make representations for the adoption of Equal Pay."

If we were made angry by the failure of the Burnham proposals to indicate an ending of the injustice of unequal pay, the Teachers' (Superannuation) Bill has added fuel to the fire of our fury. In spite of the opposition of teachers to the proposal, the Minister of Education has included in the amending Bill provision for raising the pension contribution to 12 per cent. of the salary (the teachers and employers paying equal shares of this).

We feel that there is no justification for the proposed increase (which would, in fact, be equivalent to a decrease in teacher's salaries) since, according to the Actuary's Report, there was, by March, 1948, an actual balance of £167 million in the working of the scheme.

Whitman's vision of the "Great City" was the right one. It was to be a city established in its strength and greatness not by conquest and force of arms, not by injustice and intolerance, not by denial, to one section of its people, of fundamental human rights, but on foundations of equity and justice it was to be raised. Within its walls it would contain men and women with equal opportunities and the right to make their full contribution to the city.

This great visionary poet has said in a few words all that I would like to say in summing up and concluding this address. Will you accept these words as a challenge never to rest until the basic principle, which they embody, is firmly established? "Of Equality—as if it harmed me giving others the same chances and rights as myself—as if it were not indispensable to my own rights that others possess the same."

H.R.H. Duke of Edinburgh to attend Visual Aids Conference

H.R.H. the Duke of Edinburgh has consented to attend a film viewing and to visit the exhibition of visual aids equipment and material at the 1954 Annual Conference of the National Committee for Visual Aids in Education and the Educational Foundation for Visual Aids.

The Conference will be held at the University of London on July 6th and 7th. The Director General of Unesco, Dr. Luther Evans, will open the Conference. The Annual Reports of the national bodies will be presented and the Annual Meeting of Teachers' Visual Aids Groups will be held. Other sessions of the Conference will be concerned with film viewings, a showing of amateur visual material, demonstration lessons, sectional discussions, and general lectures. On July 7th the Duke of Edinburgh will attend a preview of advanced science films being produced for the national bodies in association with industrial sponsors.

Representatives of local education authorities and teachers' organizations, teachers and other interested educationists are invited to attend the Conference. There is no fee, but tickets are required for admission. Requests for details of the programme and applications for tickets should be addressed to The Secretary of the National Committee for Visual Aids in Education, 33, Queen Anne Street, London, W.1.

School Meals Catering

Choice of Electrical Equipment

The purchasing of electrical equipment was the subject of a talk given by Mr. E. M. Ackery, of the British Electrical Development Association, at a School Meals Conference at St. Mary's College, Fullwood Park, Cheltenham, organized by the Institutional Management Association.

Mr. Ackery said that now the Ministry of Works' pool of catering equipment was no longer available, the question of how to obtain the equipment required had become rather more complicated. There would appear to be three possible alternatives:

- (1) that the Local Authority frames its own specification;
- (2) that the Ministry of Works' standards be adopted; or
- (3) that manufacturers' standard equipment be used.

It seemed that there would be little object in local authorities framing their own new specifications.

A standard specification that applied all over the country was one thing, but a host of specifications even if they differed from each other only in minor respects, placed the manufacturer in a very difficult position and meant that delivery periods would be long and prices unduly high, to say the least of it.

If the Ministry of Works' specification was adopted, any possible confusion must be cleared up between the specification upon which the Ministry purchased equipment for their pool, and the new standards for cooking equipment that had recently been put forward by the Ministry of Fuel and Power.

Under the old system, said Mr. Ackery, the Ministry of Works purchased the various items of equipment in large

numbers and although the equipment was in many cases non-standard so far as the manufacturers were concerned, they were able to quote reasonable prices because the quantities were large. If, however, equipment to this specification was ordered, so to speak, in penny numbers, it was not to be expected that the prices would be the same. It was one thing for a manufacturer to make, say, 100 non-standard ranges; it was much more expensive per range if he had to make only four or five of them.

Apart from this, however, there was the question as to whether the Ministry of Works' specification, or indeed any one specification, provided the most suitable equipment for every particular instance.

Planning a kitchen was not merely a question of installing a certain amount of equipment chosen from a standard list. The equipment should be chosen to suit the requirements of the kitchen, and these requirements should never be subordinated to equipment that happened to be available under a specification. In many respects the abandonment of the pool meant that schools were free to plan their kitchens entirely from the point of view of efficiency and service.

In the course of his talk Mr. Ackery described the various types of electrical equipment available for installation in school kitchens, gave a number of useful hints on the choice of equipment for catering for a given number of meals, and also referred to the electricity consumption to be expected for some typical installations.

At a meeting of the School Broadcasting Council for the United Kingdom held last month, Sir George Gater, G.C.M.G., K.C.B., D.S.O., announced his retirement from the Chairmanship. He has been Chairman since 1948. His successor has not yet been appointed.

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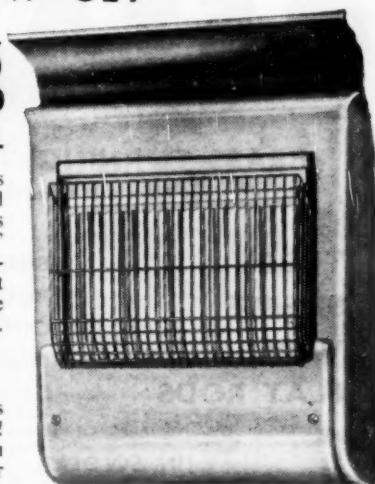
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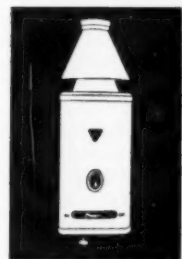
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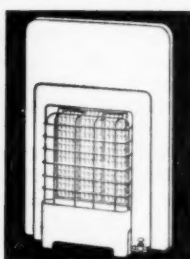
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MAY, 1954

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All communications intended for publication on editorial matters should be addressed: "The Editor, THE SCHOOL GOVERNMENT CHRONICLE AND EDUCATION REVIEW, Cobham House, 24, Black Friars Lane, E.C.4." All other communications should be addressed to "The Manager" at the same address. Remittances should be made payable to "The School Government Publishing Co., Ltd.," and forwarded to the Manager.

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Month by Month

Our Country's Name.

THE importance and significance of a name, actual and symbolic, are facts well known to all educators. It is unfortunate that our political rulers are so completely at variance with educators in this matter.

It is the *name* of God that the Scriptures call holy and reverend. It is in the *name* of Jesus that every knee shall bow. It is with a *name* that every child is admitted into the Ark of Christ's Church. The catechism begins, not with any theological statement, but with the simple question "What is your *name*?" It is a man's good *name* which means, or should mean, more to him than his life. So it is, too, with one's country's name. There was a time when English children were taught to sing "What can I do for England?" That, of course, was before the name of England was banned by politicians, press and broadcasting.

I love her famous story,
Her great and glorious *name*.
No stain through me shall touch it.
Through me shall come no shame.

During the war the broadcasting of "There'll always be an England"—the stirring song sung by heroic English women as they were marched into Japanese captivity—was banned and apparently it is still banned. Scotland and Wales may still be mentioned but never England. In Parliament recently figures relating to the sizes of classes in schools in England and Wales were quoted. The same figures were, however, said by the B.B.C. to relate to "Britain," and thus completely falsified. Worse, however, is still to come. England may not be mentioned and now "Great Britain" is also banned. Parliament, the Premier, the Press, and the B.B.C. have almost succeeded in forcing on a reluctant people the belittling name of "Britain" instead. This is not only a grossly improper degradation of our country, but a political, geographical and historical inaccuracy. No-one, even if he be a Minister of the Crown, has the right to change the official and legal name of this island and kingdom, which is *Great Britain*. H.M. Stationery Office has recently published an Official Handbook to Great Britain and Northern Ireland with the unfortunate title of "Britain." Translated into French this title becomes Bretagne, but to a Frenchman that means Little Britain or Brittany. Hence even the Central Office of Information would have to give this country its proper name to our nearest neighbours and call it and the handbook "Grande Bretagne." Geography teachers will be surprised to learn that Northern Ireland is part of (Great) Britain. The latter is the name of this island and this island only. There is an even worse danger that we shall become an altogether nameless country or at best be known, like U.S.A. and U.S.S.R. by forbidding initials. Only too often now U.K. is used to designate this kingdom. In the United Nations the country is styled the "United Kingdom"—as if that were a complete title, without any indication of what or where that kingdom is. From this year, by arbitrary decree, without reference to Parliament or people, the coinage of Great Britain will be anonymous. All other kingdoms and states in the British Commonwealth use their own

coins, on which their countries are named. One Prime Minister is said to have objected to "Britt : Omn : " in the Royal title, peculiar to our coinage. This somewhat insolent interference by one state in the domestic affairs of another is apparently enough to remove from our coins all mention of our country. Actually all that is needed is a return to the traditional "Magnae Britanniae Regina" or, better still, to use plain English "Queen of Great Britain."

It is relevant here to mention that St. George's Day passed last month without any official recognition. Year after year the Ministry of Education has addressed to Welsh Education Authorities a circular giving most interesting suggestions for the observance of the Feast of St. David, Patron Saint of Wales.

New Building Standards.

The issue by the Ministry of Education of *The Standards for School Premises Regulations 1954* should be welcomed by both local education authorities and the Governors and Managers who may have to provide new buildings for Aided Voluntary Schools. As stated in the covering Circular 273, the new Regulations are based on the same general principles as those of 1951 and involve no major change in administrative procedure. They do, however, remove certain anomalies which experience has brought to light. In some respects they reduce the Ministry's requirements and so make possible some reduction in building costs. The new Regulations are also simpler to read and consequently far more convenient for those who must use them. The major differences between the new Regulations and those of 1951 are set out in the circular. They are not, and were not expected to be, numerous or of outstanding significance. The true comparison is, however, between those regulations and those of 1945, from which can be seen a considerable return to reasonableness and reality. Marginal changes are made in the minimum requirements for certain sizes of schools. More scope is given for flexibility of planning. An assembly hall will no longer be required for every new infants school. Similarly no hall need be provided for new schools of not less than three classes, whether the children be junior pupils or infants. Four and five-class schools must have halls if "designed to include pupils who have attained the age of eight years." The statutory requirement that the whole school must assemble for a single act of corporate worship at the beginning of each day must nevertheless somehow be obeyed. Had the present regulations been issued in 1945 many village schools might have been preserved, which are now scheduled for closure, if not closed already. The minimum requirements for one and two-form entry secondary schools are also reduced, again as a result of experience. Sensible reductions have also been made in the minimum playing field requirements for most secondary schools.

The new Regulations state that in every school "suitable accommodation shall be immediately available at any time during school hours for the inspection and treatment of pupils by doctors, dentists and nurses." Such accommodation shall be well and suitably lighted and heated and conveniently accessible to a closet. "Every room provided for such purposes shall include a wash basin, with a supply of hot and cold water." Clearly it is no longer required that every new school shall have rooms specially "provided for such purposes."

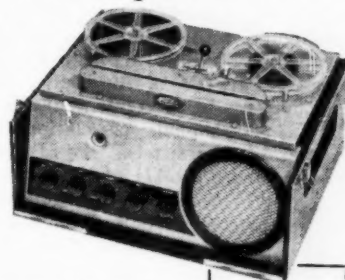
There is a certain wastefulness in providing at every school a room for inspection and treatment, a waiting room for parents and closets adjacent thereto which must be exclusively reserved for such purposes. Local Education Authorities however will be reassured to note that the Ministry still expect that school medical officers, dentists and nurses shall visit the school and conduct on the school premises such inspection and treatment as is possible. The School Health Service must come into the schools and its officers must be known to pupils and teachers by such visits.

Learning to Read.

Mr. J. C. Daniels and Mr. Hunter Diack have now issued as a pamphlet with the above title the conclusions of their research and their work in Nottingham University Institute of Education. Every teacher of infants, every head of an infants school, but most of all, every lecturer on infants methods in training colleges should buy (for 1s., from the *News Chronicle*) and read this challenge to modern methods and practice. One of the most striking features about the training of infant teachers to-day is the completeness of the ban on the phonic method. Newly-qualified teachers enter on their work in infants schools to-day without any knowledge whatever of phonic reading. One wonders on whose instructions the training colleges have prohibited their students from acquainting themselves with the theory and practice of the phonic method. "Look and say" and the "Sentence Method" alone enjoy the approval of the unknown power which determines what methods

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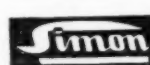


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shall be approved of and taught in training colleges. The present position is manifestly unfair on the students who find quickly enough when they leave colleges that they must somehow learn to teach by a new method which they should have learnt as students. It has been claimed as proof of the educational soundness of the "look and" method that before they can read children recognize some words by their general shape, without analysing them into their component letters. They can "say" words so recognized. They are then said, quite wrongly, to "read" those words. It is, however, only as a result of much labour and effort on the teacher's part that the child recognizes, or seems to recognize, words in this way before he can possibly read them. The idea that the phonic method involves the analysis of words into their component letters and sounds is surely a reversal of the process fundamental to this method, which is the building of words from sounds given to the letters. There seems to be an urgent need for reconsideration at top level of the policy of training colleges in this matter.

* * * *

Mr. Michael Stewart's Proposal. Mr. Michael Stewart, M.P., has proposed to the National Association of Labour Teachers that an Act of Parliament should be passed to set up a commission to take over the endowed public schools—and

presumably their endowments. The Commission would hand over some of the schools to local education authorities and perhaps run some of the schools itself, at least until the fate of all the schools could be decided. Some of the best work in education, he said, is being done in these schools but for purely political reasons they must be disendowed, secularized and nationalized. It will be interesting to know how the religious bodies concerned react to this threat of expropriation of their schools. Not all Labour teachers are without religious affiliation, for them such a proposal must be disturbing. Much would be gained if only educational matters were considered and determined on educational grounds. Meanwhile the Minister shows a strange reluctance to operate Part IV of the Education Act, 1944. Most amazing was her statement to a Joint Deputation from the County Councils Association and the Association of Education Committees. Miss Horsbrugh went so far as to denounce Part III of the Act as "a ponderous and ill-devised instrument, if the raising of standards was its main object." Such a remark suggests that the Minister's personal dislike of the provisions of Part III is at least as strong a reason for its inoperation as any of the financial or administrative difficulties which she mentioned to the deputation.

Dual Purpose for Schools?

At the April Meeting of the L.C.C. Mr. Norman Farmer asked the Chairman of the Education Committee whether, in view of the serious shortage of accommodation for youth work, etc., and the high building costs involved, he would consider examining the planning of future school buildings with a view to providing accommodation for dual purposes without necessarily increasing their cost?

Replying, Mr. R. McKinnon Wood said he did not see how primary schools could be designed for the purposes in question without the provision of special furniture and fittings, etc., which must considerably add to the cost. Secondary schools were, however, used for this dual purpose so far as possible.

The Imperial Institute

Plans to Modernize Exhibitions

The Annual Report for 1953 of the Imperial Institute, published last month, is the first report of the new Director (Mr. Kenneth Bradley) and the new Board of Governors.

It states that the new Board has been planning long-term policy for the Institute but that its work in this direction has not yet been completed. The Board, however, agrees with the Tweedsmuir Committee that the Institute should not only be maintained but should be expanded on a considerable scale and also that its title should be changed.

Attendances at the Institute are shown to have grown. The number of people visiting the galleries in 1953 was about 407,000 compared with 388,000 in the previous year, and 216,000 in 1950. At the Institute's cinema, where films about the Commonwealth, Colonies and Dependencies are shown, attendances have risen from 229,423 in 1952 to 243,463 last year. In 1950 the figure was 95,325. At the week-ends, "full houses" at the cinema are normal and people have to be turned away. The value of the cinema in spreading knowledge of the Commonwealth and in drawing the public to the Institute is very high.

The Institute's Lecture Scheme for schools and adult audiences also made progress in 1953 when, for the first time, the number of lectures given exceeded 5,000 and the total audience half a million. The main reason for this progress was that ten governments made special grants to enable free lectures to be given about their countries, as compared with only three in the previous year. 4,999 of the lectures were given to schools.

School Centre to be Established

During 1953 about 1,000 organized parties (mostly from schools) visited the Institute's galleries. The Board realizes that only a very small proportion of the school population of the United Kingdom can, for reasons of time, expense and distance, come to the Institute, and consideration is now being given to ways in which the benefits of the Institute can be more widely spread over the country. The absence of adequate facilities for receiving school parties and catering for their needs has been a major handicap, but a start has been made on a Schools Reception Centre which, when completed, will become the focus for all school activities at the Institute. It will include lecturers' offices, cloakroom and dining space and room for project work, specialized teaching and the exhibition of children's work.

A promising start has also been made towards modernizing the Institute's exhibitions. The aim is to replace old-fashioned show-cases with modern, internally lit displays, with the emphasis shifting from the products of Commonwealth countries to their peoples. A basic requirement of each of these displays is that it should be planned specifically for teaching purposes. A number of Governments are making special grants for the purpose of reconstructing their displays.

Institute's Educational Work

Referring in general terms to the Institute's educational work, the report states that 1953 was a year of steady expansion rather than of reform. Such expansion as has been started has been made possible through the provision of special grants by Commonwealth Governments and some readjustments of expenditure by the Institute itself. Effort is being concentrated on obtaining sufficient funds to enable facilities and teaching aids to be made available at a minimum cost to the schools.

The report notes that the Commonwealth is not as a rule studied in the schools as a separate subject in the curriculum and recent indications of a growing public opinion in favour of a more positive attitude is welcomed. "The people of this country," continues the report, "do not yet fully understand the meaning of Commonwealth or their

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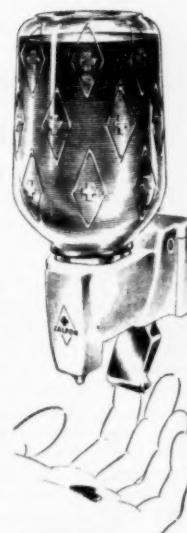
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responsibilities as 'Citizens of the United Kingdom and the Colonies.' Nor is there any lack of those who are ready to exploit this ignorance, often by the distortion of the truth. Young people are entitled to know the facts and they should be taught them as fully as possible."

The report shows that the grant-in-aid from the United Kingdom Government for 1953-54 was £16,000. Maintenance grants for this period from Commonwealth Governments and Dependent Territories amounted to £8,473. In addition, some overseas Governments have made or promised special grants totalling (at 31 December, 1953), over £18,000 for specific purposes, including the reconstruction of exhibitions about their countries.

Children and Films

A Study of Boys and Girls in the Cinema*

The problems arising from children seeing films have long troubled the minds of parents, teachers and social workers. Anxiety over these problems in Great Britain led, in 1947, to the appointment of the Departmental Committee on Children and the Cinema (the Wheare Committee). Its Report, published in May, 1950, marks a decisive change of attitude towards the whole question of children and films. The old negative view that all commercial films are inherently bad and that children should, at all costs, be shielded from their influence was rejected in favour of the opinion that films are a part of our modern culture and, as such, can be used for the profit and pleasure of young audiences. This verdict of the Departmental Committee is gradually being accepted, as witness the Film Appreciation section of the British Film Institute, the Society of Film Teachers, and the local cinema committees of teachers, parents and cinema managers that are growing up after the pattern set in West Ham.

But, in its Report, the Wheare Committee made it clear that, in its opinion, the special research that needs to be made into the problems of children and the cinema can be carried out effectively only with the co-operation of the film industry itself. On page 91, Appendix I, among "Suggestions for Research" occurs the following passage: "Again the commonest of the existing methods of research involves the use of questionnaires, personal interviews, classification of opinion, interest and attitude inventories, ratings and sometimes psychological tests. All but the last were invented for adult populations, and most of them in America. To apply them uncorrected to large-scale studies with children is of dubious value, but it appears to be what is generally done . . ." Again, on the same page: "It is not within our province to decide in what way research into the problems of the cinema can best be effected. It is quite certain that nothing much will be achieved so long as all is left to scattered and disconnected efforts by interested investigators here and there. In particular, it cannot be emphasized too strongly that the world of films is a world of its own whose problems cannot properly be studied in the laboratory or in the everyday three-dimensional world alone. No research can be successful unless it has the understanding interest and support of the film industry, and of the people whose careers are bound up with the creation, distribution and criticism of the films themselves. . ."

These quotations, says Miss Field in the introduction, indicated that the time was more than ripe for a new type of enquiry into the response of children to films, not merely negative investigation into the possible effects of adult films on the under-twelves but positive research into the principles underlying the production of Entertainment Films specially designed for children.

*"Children and Films," by Miss Mary Field, O.B.E., M.A. Carnegie United Kingdom Trust, 10s. 6d.

The result is this excellent report of an investigation, under the auspices of the United Kingdom Trust, by Miss Mary Field, the Executive Officer of the Children's Film Foundation, into the reactions of young people to films of various types. The method of the investigation was to show identical programmes of films to parties of school children in six different towns and, at pre-selected points in each programme, to record the attitudes and facial expressions of the children by means of infra-red photographs which were taken without the knowledge of the audience.

One of the main purposes of the investigation was to afford guidance to those engaged in the making and in the exhibition of films for children, but the subject is also of wide interest to parents, teachers, education authorities and others concerned with the welfare of young people.

This Report consists of forty still pictures, taken from two film programmes, and 390 photographs, taken by infra-red photography, of ten audiences of children looking at these pictures. All the written material is entirely ancillary to these illustrations, which are the essence of the Enquiry.

Minister of Education Receives Joint Deputation

No Change of Mind on Eltham Hill School Decision

The Minister of Education (Miss Florence Horsbrugh) earlier this month received a joint deputation from the London County Council and the Association of Education Committees which wished to discuss with her the implications for the work of local education authorities of her recent decision not to approve the Council's proposal to close a secondary school.

The deputation emphasized that it would be very helpful to education authorities if when they made a proposal to establish a new school which involved further changes in the school provision of the area, they could issue combined notices covering all related proposals, and the Minister could reach a definite decision on the whole proposal at the earliest possible stage. The Minister agreed that such a procedure was very desirable, and for her part acceptable.

The deputation went on to ask that where a local education authority submitted proposals in general accordance with their approved development plan and there were no objections raised to these proposals after notices had been issued, the approval of the Minister should normally be expected. In reply the Minister explained that Section 13 of the Education Act, 1944, required her to consider on their merits all proposals made by education authorities to establish new schools or to cease to maintain existing schools. In considering any proposal she would of course take carefully into account what had been approved in the development plan and it would be her own view that, provided there were no substantial changes in the circumstances, approval could reasonably be expected, subject always to the duties laid on her by the Act.

After the representatives of the Association of Education Committees had withdrawn, the representatives of the London County Council emphasized the difficulties of school organization which had resulted from the Minister's refusal to approve the closure of Eltham Hill Secondary School, and pressed her to reconsider the matter. They also presented a petition signed by over five thousand people in the Woolwich area protesting against her decision. The Minister replied that no new facts had been brought forward by the deputation or set out in the petition which would lead her to change her mind.

The United Kingdom has put into effect the Unesco-sponsored international Agreement abolishing import duties on books, newspapers, magazines, works of art, music scores and articles for the blind.



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College of Preceptors

The end of the Half-yearly Meeting of members of the College of Preceptors was the occasion of a very pleasant ceremony when Mr. A. E. Twentyman, Senior Vice-President of the College, conferred upon the retiring President the title of Fellow of the College, *honoris causa*.

In presenting Dr. Lester Smith, the Dean, Mr. J. H. Simpson said: "I am sure you will all agree with me that the College did a very wise thing and conferred an honour upon itself some years ago when it invited Professor Lester Smith to be President, taking into their fold, as President, a man who had the highest reputation as a wise and experienced Administrator; who held a position of distinction in the Institute of Education in the University of London. He was not, as it happened, President of the Council of the College for very many years; nevertheless, I think he will go down in the history of the College as a very important President. He became President at a very critical time; indeed, I think he may be said to have literally helped to keep the College alive. We were and are very greatly in his debt, and we are delighted to honour him here tonight."

In reply, Dr. W. O. Lester Smith said: "I am very proud indeed of the great honour that you have done to me in making me a Fellow of this historic College and very proud to have this Diploma to take home and lay with two other certificates that I worked very hard for. I am indeed very proud to have been associated with a College that stands for qualities that matter so much in the world of our time. I single out what I consider the pre-eminent quality—Independence. The College stands for that in a unique way. Another great quality, one that has been greatly rejuvenated and revived is the quality of the Fellowship. Perhaps the greatest pleasure that I have in accepting this honour that you give me is that it is a token of my connection with that Fellowship. The Dean was good enough to use 'affection,' and that describes the feeling that I have to the College, and by the College I mean the human beings which constitute it."

Training Apprentices

Revive the Master Craftsmen's Concern

"Apprenticeship schemes have long been a feature of industrial training in this country. Such schemes can help to ensure that each generation has a chance to learn all that the previous generation has to hand on." This was said by Mr. A. G. Beverstock, Ph.D., M.A., B.Sc., Education and Training Officer, Southern Electricity Board, when speaking on, "Training Commercial Staff" at the annual Conference of the British Electrical Development Association.

The main object of apprenticeship schemes, said Mr. Beverstock, was to ensure "succession" in an organisation, and to provide a solid core of future craftsmen who would safeguard the skills necessary to carry out the particular work of the organisation. In addition, it was from the ranks of the apprentices that future foremen and engineers were recruited, and the standard of work ten or twelve years hence depended upon the thoroughness of training given at the present. It was therefore of the greatest significance that management should not fall into the danger of minimising the importance of such schemes merely because they were long term in their effect.

Mr. Beverstock said that in the training of commercial staff, something more than training for a trade was required, and attention should be given to the development of moral qualities and those which fostered a sense of responsibility. This, of course, was the essence of the early apprenticeship system in which the good master craftsman was concerned with the whole development of the individual under his charge. This feature needed to be revived and preserved

under present mass industrial conditions. It was essential for those who were concerned with the welfare and training of the apprentice to realize to the full the serious measure of their responsibility.

With reference to the general education of the apprentice, Mr. Beverstock said that the "Widening of horizons" had an importance in modern industry which could not be overstressed, and it was essential that future foremen, supervisors and managers must be men of wide outlook and flexible minds fully appreciative of broader issues. Courses for supervisors, training for management, the study of human and industrial relations were all directed towards this end. But we had a much greater chance of success if the right attitude of mind was inculcated at an early age in the young worker. Hence the need to balance the vocational with the cultural, the technical with the liberal.

In regard to service to the electricity consumer, Mr. Beverstock said that training in relations with the public and salesmanship required special emphasis in the case of commercial staff. It had almost become a platitude to say that a consumer's attitude to the whole organization was conditioned by what was said by the show-room assistant, sales representatives and electricians, and how they said it. But it was, nevertheless, true that politeness, patience, understanding and good humour could do more to foster good public relations than money spent on publicity.

International Course for Youth Leaders

An international course for youth leaders is to be held at the International People's College at Elsinore, Denmark, starting August 14th and lasting for two to three weeks. The course is organized with the co-operation of the Unesco Institute for Youth.

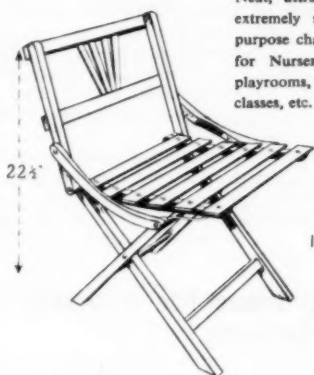
The subject of the course is "Youth in the World Community." The lectures and discussions will centre around the dual themes of the responsibility of young people in the present social and cultural and political development of Europe and the world, and the task of youth workers and organizations in helping youth to accept this responsibility. The course, which is the fifth of its kind, is open to all who are active or interested in youth work. It will be held in English, discussions will also take place in French and German. Information regarding participation can be obtained from Mr. P. H. K. Kuenstler, Research Fellow in Youth Work, University of Bristol, Institute of Education, 19, Berkeley Square, Bristol, 8.

The Institute for Youth, which has its headquarters in Munich, is one of three such institutes set up by Unesco in Germany in 1952, the other two being the Institute for Education and the Institute for Social Sciences. These institutes provide for co-operation and the exchange of experiences between individuals from different countries in their respective fields and for the development of interdisciplinary, inter-age and inter-national group activities. They also carry out professional research and aim at securing the support of educators, social scientists and youth for the programme of Unesco.

Last month, the Institute for Youth held a course for youth exchange leaders, the purpose of which was to train leaders of youth groups going on exchange visits to other countries.

The major problems and the range of possible methods of art education are discussed in a new book just published by Unesco under the title, "Education and Art," a work of 130 large format pages, including more than fifty pages of colour and black-and-white illustrations, the book is a symposium of essays on various aspects of art through education, contributed by more than forty specialists from some twenty different countries.

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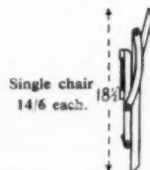


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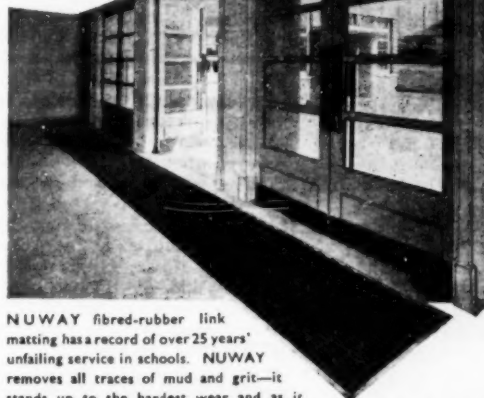


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Sixteen Men Build 8-Classroom School

When the new Hob Moor Primary School in the York suburb of Acomb opens its doors in September, it will have taken just 10 months to build, from the start of preparatory work on the site, and the largest number of men employed on its erection will have been no more than sixteen.

The school is a "Bristol" permanent aluminium building—the first aluminium school to be built for the York Education Authority—and comprises eight classrooms, two general purpose rooms, an assembly hall, dining room, and kitchen.

Preparatory work on site started last November. The task of erection began in the first week of March and was completed before the end of the month. For most of the time, only ten men were employed upon the erection of the superstructure, but the number was increased later to sixteen.

The new school is being built to ease the problem caused by the rapid growth of new housing estates in the Acomb area, and the building contractors—Messrs. Gilbert-Ash of London—expect to finish their side of the operation, including internal work, by the end of May. Other contractors will then lay the floors, install heating and electrical equipment, and decorate the building.

The ten months needed to build Hob Moor school compares with an average of about two years for a traditional, brick-built school of comparable size. At Hob Moor, the only brick building will be the boiler house. It is likely that this school will later be joined by a two-storey aluminium junior school.

Pembrokeshire Schools' Saving Achievement

One hundred teachers from all parts of Pembrokeshire braved very bad weather recently to attend a meeting of head teachers and School Savings Group workers, which was held at the Prendergast Secondary Modern School, Haverfordwest. The Director of Education for the County, Mr. D. T. Jones, chaired the meeting, and in his opening remarks stated that he felt very proud indeed of the achievement of Pembrokeshire schools in their work for National Savings. He went on to add that the Education Committee did not believe in propaganda in any form with the two exceptions of National Savings and the United Nations, and to these it gave its full support. He summed up his belief in the words, "I believe that in the hands of good teachers any subject can do something for our children. Along the lines of the National Savings Movement, I see the probability of teaching moral, economic and political knowledge."

The Guest Speaker of the evening was Mr. F. J. Evans, President of the N.U.T. and Chairman of the South Wales Schools Advisory Committee, who congratulated the Pembrokeshire teachers on their achievements, and stated that there were only eighteen areas in the whole of the country where savings were on the same high level as Pembrokeshire, and of these eighteen, five were in South Wales.

Membership of School Groups in Pembrokeshire has nearly doubled since the beginning of 1952.

Milk in Schools Scheme

Ministry of Food local offices will close soon after food rationing comes to an end and it is therefore necessary to revise the arrangements for the administration of the milk in schools scheme.

Ministry of Food Circular I.S.M. 1 explains the arrangements which will operate with effect from May 1st, 1954, for schools not maintained by a local education authority (including independent schools).

Subject to the consent of the local education authority concerned, pupils from non-maintained schools participating in the scheme may, as at present, attend centres approved by the authority where pupils drink milk during school holidays or week-ends.

In the case of schools maintained by local education authorities the existing scheme will continue unchanged for the time being. Revised arrangements are under consideration and an announcement will be made in due course.

Space Saving Ideas for Primary Schools

Advice to architects and education authorities on the most efficient use of space in new primary schools is contained in a handbook "Planning Primary Schools" issued by the Scottish Education Department.

The handbook, which is the first of a series to be produced by the department's Building Development Team, suggests ways in which, within the prescribed limits of area and cost, architects can provide buildings suited to the physical and educational requirements of pupils and teachers.

The handbook shows how, by careful planning, wasteful space may be eliminated and the area of classrooms increased and additional rooms provided, within the prescribed total area. Various ways in which blocks of classrooms and their attendant cloakrooms and lavatories may be grouped to avoid long space wasting corridors are illustrated in plans contained in the handbook. As a result of such grouping, classrooms cost less to build, administration is easier, and a friendly atmosphere is provided, claims the handbook.

The handbook is published by the Stationery Office at 1s. 6d.

School for Film Librarians

Five-day training courses in film library administration, to meet a growing need on the part of local authorities, hospitals, industrial and other organizations controlling such libraries, are being organized by the G.B. Film Library.

These courses—lasting five days—set out to teach the most up-to-date and efficient methods of library administration. Training is under the guidance of specialists who demonstrate the various systems perfected through many years of experience.

Organizations interested in the scheme (which will operate until the end of September) should write to the Librarian, G.B. Film Library, 1, Aintree Road, Perivale, Middlesex.

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No. 6101—Famous Paintings Portraying the Old Testament.

No. 6102—Famous Paintings Portraying the New Testament.

Compiled by Dr. Einar Lilja and produced in Britain by permission of Gumperts Limited. All these pictures are in colour and all are chosen from masterpieces. Little need therefore be said about the quality of these strips for many of the pictures are as well known as the Bible itself. There will naturally be many uses for such a fine collection; apart from portraying familiar scenes and characters there is the comparison of style and technique, the aesthetic and historical points in art. The Bible is here illustrated with 57 pictures (27 O.T. and 30 N.T.)—the work of 47 artists.

No. 5115—Developing and Printing.—Strip 2 of Photography as a Hobby. As the intention is that the student should be able to see all the operations in his first practical attempt, the method chosen here is the dish development and the film used is orthochromatic. The strip considerably enlarges upon the instructions given in most booklets, giving reasons for certain procedure and introducing a few "wrinkles." Line sketches are used throughout for simplicity and uniformity. After seeing the 37 frames the most inexperienced beginner should manage quite well.

No. 6060—Modelling and Casting.—The second in the useful Craft Series. All the photography is in colour and the pair of hands is busily at work again—the student is therefore assured of a very close-up picture in every frame. Three examples of clay models come up for consideration—a standing figure, a flat figure and a flat model; and the second part of the strip shows how a cast is made of each type of model. The treatment is simple and self explanatory, and the pupils might well work in conjunction with the showing. 34 frames.

COMMON GROUND LIMITED

C.G.A. 582—Pasteur and Microbes.—The public will always have respect and admiration for the pioneer and sooner or later they will find a way to his door. Pasteur's adventures into the unknown were obstructed by many difficulties and not a few antagonists. All this is made very clear in one of the lengthiest introductions we have read in a script. The strip deals with his early life, the experiments for industry and disease in animals and man. There cannot be a dull moment in the presentation of such a strip as this. 29 frames.

C.G.A. 591—Life in Roman Britain.—The third in the "Background to the Classics" series, designed to show that the Romans were more than soldiers, emphasizing the arts of peace with special reference to actual remains found in the country—and one cannot fail to see the beneficial influence of Roman cultural life. Three maps show respectively Roman roads, the positions of hundreds of known Roman villas and distribution of the chief centres of mining in Britain. The strip deals mainly with towns, houses and household objects and costumes, but the sections on mining and religion are also of interest. 34 frames.

C.G.A. 502—The Universal Church, 1914—Today.—Part 6 and the concluding part of a very successful series surveying the spread of Christianity from its source to the present day. In this strip we see the progress of Christianity in China,

India, Africa and other areas in the period between the two World wars, and follow on with the effects of the second World War. All the struggles led to the need for greater unity, culminating in the development of the World Council of Churches in 1948. A most useful summary for all interested in Church History. 33 frames.

I.A. 681—Life in Ancient Greece.—The second in the series entitled "The Ancient World." An Isotype strip in colour. This excellent strip has a well balanced mixture of diagrams and charts supplemented by actual photographs of historical remains. A fine introduction with illustrations of a type which every child may appreciate. These pictorial glimpses into the lives of former civilizations help children to value the contribution the peoples of the past have made to human knowledge and their lasting influence in our lives to-day. 30 frames.

UNICORN HEAD VISUAL AIDS LIMITED

All the strips in this issue are **AB Europa** Filmstrips from Stockholm, distributed in this country by **Unicorn Head** at 12s. 6d. each.

U.E. 1—British Birds. Part 1. Passerine. (27 frames.)

U.E. 2—British Birds. Part 2. Passerine. (26 frames.)

U.E. 3—British Birds. Part 3. Birds of the Coast. (21 frames.)

U.E. 4—Part 4. Birds of Marsh and Inland Water. (22 frames.)

U.E. 5—Part 5. Birds of Field and Forest, Moor and Mountain. (32 frames.)

The most comprehensive series on this subject at present available. Altogether 104 species are dealt with and in some cases male and female are figured separately. The photographs are beautifully clear and the plumage distinct enough to make identification certain. Almost all the well-known species are figured so that it is surprising to find the robin omitted—perhaps this can be rectified in later editions of Part 1. Not all teachers are born naturalists, and there must be many who will be glad of such a helpful series as these. The grouping according to habitat is useful too, for no one will question the fact that children should learn at an early age the association of plant and animal life with varied types of terrain. This lays the foundation of what may be of profound interest in later life. The notes are not as full as one would wish, but these fine pictures used in conjunction with "The Popular Handbook of British Birds" (Witherby 1952) would provide a teacher with more than enough material for the Primary School course and ample for the Secondary pupil to appreciate our lovely bird fauna.

U.E. 8—British Wild Life. Part 1. Mammals. (20 frames.)

U.E. 9—British Wild Life. Part 2. Insects. (20 frames.)

U.E. 10—Part 3. Lepidoptera, Bats and Reptiles. (20 frames.)

As in the Bird Series, the photography is excellent. The strip on Mammals is well representative of the British Fauna—19 species being figured, and the notes provided are ample for those not familiar with the subject. The strip on Insects can only be considered as a lumping together of photographs available, and the systematist would quarrel with the arrangement of even these, representing but 3 species of flies, 4 of bees and wasps, an ant, 3 species of beetles, a grasshopper, earwig, flea and bed-bug. It is clear that the author had only individual insects in mind without any attention to comparison of various orders. As such the strip would be more useful to the Primary scholar than for the 11-14 age group as suggested in the notes. Part 3 is more representative, though a picture of a frog might well have been included for comparison with the toad shown, and also the newt as a treasure in every schoolboy's fishing jar. However, as a library of pictures the strips are well worth having.

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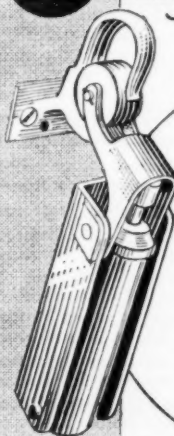
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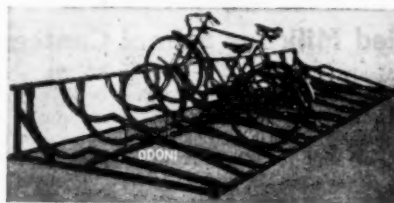
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U.E. 6—Swedish Wild Life. Part 1—Mammals. (20 frames.)

U.E. 7—Swedish Wild Life. Part 2. (27 frames.)

Though many of the creatures inhabiting the British Isles are common to Sweden and other Scandinavian countries, the species depicted in these strips are in general not found in this country. It is refreshing to study the fauna of other countries, especially of our near neighbours. The thick forest will account for the survival in Sweden of the mammals included here. We are pleased to find the Camberwell Beauty and Clifden Nonpareil figured as common in Sweden, though it is poetic licence to call the latter a night butterfly when it is obviously a moth. All the photographs are of good quality for projection.

U.E. 834—Elle Kari—The Little Lapp Girl.

A strip intended for Primary scholars, and a good one, too. At the Infant and Primary stage the best introduction to geography is through a comparison of the lives and environments of children the world over. Hence there is no lack of books dealing with children of other lands, but filmstrips with the same approach are comparatively few. Elle Kari figures prominently in many of the pictures with her toys and pets, her work and play, her family and her home. Perhaps we should add that Elle Kari is typical of the Nomadic Mountain Lapp rather than of the settled Forest Lapp. 32 frames.

U.E. 301—The Hunters of the Stone Age. (30 frames.)

U.E. 302—Farmers of the New Stone Age. (24 frames.)

U.E. 303—The Bronze Age. (28 frames.)

U.E. 304—The Iron Age. (26 frames.)

U.E. 305—The Vikings. (32 frames.)

These are fine strips, piecing together the story of man's gradual progress through the ages. The first strip deals with the receding ice-cap as the preliminary stage to man's habitation of the northern regions, and introduces the most primitive weapons. The main portion of each of the following strips is given to photographs of actual weapons found, of pots and utensils fashioned and some fine examples of craftsmanship of the time. Where possible human figures dressed in primitive fashion have attempted to simulate the homes and conditions to give as realistic an impression as possible. The final strip dealing with the Vikings is not concerned with their wanderings and adventures, but stresses their craftsmanship, examples of finds from all parts of Europe being given. The strip concludes with pictures of runic stones and a map showing Viking expeditions from Sweden with place names taken from the runic stones.

Dried Milk for School Canteens

School Meals Service Memorandum, No. 21, states that as after 31st March, the Milk Powder Pool, Limited, will cease to acquire milk powder but will continue to function for the disposal of existing stocks, the Ministry of Food are prepared to arrange for school canteens to be supplied with skim spray dried milk through the Milk Powder Pool until 30th June next and thereafter until the Milk Powder Pool's stocks are exhausted.

Subsequently, local education authorities will have to purchase milk powder direct from individual manufacturers or from overseas suppliers. Any enquiries about imported supplies should be made to the appropriate High Commissioner's Office or commercial office of the country concerned.

Replying to a question in Parliament Miss Horsbrugh said that during 1953 nine new nursery schools were completed and four more are expected to be completed by the end of 1954.

BOOK NOTES

A Psychological Glossary, by D. C. Fraser, M.A., M.Sc. (Heffer, 3s. 6d., net.)

There is certainly room for a glossary of that alarming growth of technical terms in which psychologists express their concepts. Industrialists, business men, educators, parents all have come to realise that the researches of the scholars can have relevance to their everyday problems. But these findings are too often locked up in learned treatises and papers whose jargon forbids all but the most hardy of laymen. One approached Mr. Fraser's book, therefore, with high hopes. But careful study leaves one with the impression of an opportunity largely missed. This book is not for the layman. It might well serve most usefully as a substitute for wearisome note-taking among a group of students working with a skilled lecturer—and in fairness it must be said that it was such students the author had in mind in writing. But so much might have been done for a far wider circle of readers who would welcome a collection of definitions which presupposed less knowledge at the outset. It is a demand Mr. Fraser might consider meeting.

—C.

This Merrie English, by Roger Rangemore (Epworth Press, 6s. net.)

This sort of thing has, of course, been done before, but Mr. Rangemore's light-hearted survey of English Literature is as good as anything of the kind we have seen. It is difficult to be funny all the time, and the book has its off-moments—for instance the reference to Conan Doyle putting up an Ideal Homes Exhibition . . . We had written thus far when we were interrupted by the guffaws of a grammar school fifth former who had picked up the book and was convulsed thereby. It looks as though there is one quarter at least in which it can be assured of ringing the bell. One of the best features are the drawings: these alone are worth the money. Indeed, one wonders at times whether Sillince's drawings are not stealing the book. The Norman checking literature for a time in England, or Byron reciting to a few friends, or Hardy's annuals—to select but three examples—have a rich, authentic humour. Well worth adding to the library, if only to give staff and upper school an hour's relaxation from the serious business of examinations.—C.

China, by John F. Houston, M.A. (Oliver and Boyd, 3s. 9d. net.)

A further volume in the "One Approach" Geography/History series. The books may be used either as straightforward readers or as a scheme for instruction from which the pupil should gain a sound knowledge of the country studied—what it is to-day and how it became so. In this study of China the standard of earlier volumes is well maintained. The past and the present, the country and its people, each receives attention. The pictures again are well selected and there are plenty of exercises to stimulate further enquiry. A useful addition to an original series.—C.

Illustrated English. Book 1, by A. F. Scott, M.A. (Max Parrish, 5s. net.)

This is the first of a new series of four books for the secondary modern school. Each of the thirty-eight lessons is based on a lively, topical, interesting picture which is used to form the basis of the week's work in English. With each picture there is a short, complete narrative, followed by graded exercises in comprehension, language study, grammar and composition. The writer shows a

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CLIFTONVILLE.—Brd. res. H. and C. bedrms. 1 min. Sea. Good food. Children welcome. £3 5s. to £4 10s. Coles, 57, Quinton Street, Earlsfield, S.W.18.

SEAFRONT.—5 gns. wkly. Ellison Hotel, 26, Ethelbert Crescent, Cliftonville, Margate. Phone : Thanet 237551.

CLIFTONVILLE.—(Ember Court, 33, Eastern Esplanade). Facing Sea and lawns. Running hot and cold water all rooms. Interior-sprung mattresses, sep. tables, large lounge. Personal supervision. Brochure on request. Mr. H. T. Wale. (Thanet 20957.)

BOARD RESIDENCE central position, open all the year. Terms moderate. Well recommended. Harwood, 7, Cliftonville Avenue, Cliftonville. Thanet 21160.

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COMFORTABLE ACCOMMODATION.—Bed, breakfast, evening meal if wanted. Well recommended. Mrs. Chubb, Orchard View, Beechdown, Paignton, South Devon.

CORNWALL'S BRIGHTEST SPOT.—Tudor mansion. Seven acres estate overlooking Mount's Bay. Dancing, filmshows, tennis, putting, billiards, all free. Terms from £5 5s. Brochure—S.G.C., Kenegie Hotel and Country Club, Gulval, Penzance.

EASTBOURNE.—"Glenparke," 42, Cavendish Place. Hot and cold running water and spring interior mattresses all bedrooms. Now booking Easter onward.—Mrs. Roy. Phone 3909.

EASTBOURNE.—Comfortable modern house, Garage space. Bed, breakfast and evening meal. 4 gns. Eddison, Tara, Kings Drive. Tel. 7407.

EDALE.—Excellent walking centre for North Derbyshire. Pleasantly situated, 8 mins. station. Mod. Con. Mrs. Rowbottom. "The Warren."

FOREST OF DEAN, Severn-Wye Valley. LITTLEDEAN GUEST HOUSE, Littledean, Glos.—Beautiful forest and river scenery, 80 rooms, grounds 12 acres. Dancing, billiards, tennis, bowls, putting, walks, tours. Summer terms from £6 10s. 6d. Brochure gratis. Phone : Cinderford 2106.

HERNE BAY.—Country Seaside. Homely. Brd-Res. Bed-Bkfst, evening meal. Pensioners welcomed. Mrs. Fendom, 26, Eddington Lane.

HOVE.—Comble Accom. Private House near Sea. Bed-Bkfst. £2 10s. 0d., with evening meal £4 10s. 0d. Full Board £6 0s. 0d. 19, Portland Avenue. Phone Hove 48131

ILFRACOMBE ("Sunnys," Oxford Grove.) Bed-bkfst., avg. dinner. H/C, interior mattresses, lounge, sep. tables. Central. Special terms early/late. Davey.

"SPEND YOUR HOLIDAYS WITH US" at sunny Ilfracombe, honeymoon couples especially invited. Stamp for illustrated Brochure to : Mrs. Lovell, "Clovelly" Guest House. Phone 892.

KESWICK ON DERWENTWATER.—Board Residence. Personal supervision. Mrs. L. Davies, Sandon, Southey Street, Keswick.

HOMELY BOARD RESIDENCE or Bed and Breakfast. Near bus. Moderate, terms. Mrs. Todd, Dale View, Shoelkeld, Keswick.

LONDON.—OASIS HOTEL, Norfolk Square, W.2. Paddington 5442. H. and C. radio all rooms. Excellent breakfast. From 14s.

LONDON, S.W.1.—St. George's Hotel, 25, Belgrave Road, Victoria. VIC 8870. 3 mins. Victoria, B.O.A.C., and Coach Station. H. & C. E. fires, A.T.M. Radio, B. & B. 16/- Props. : Mr. & Mrs. F. T. Brand.

LONDON.—York House Private Hotel, 27, Philbeach Gardens, S.W.5. Tel. FRO 7579. B. and B. from 15s. daily.

LONDON, N.W.5.—Bed/Breakfast, 10s. 6d. Select house rec. weekly terms. 26, Dartmouth Park Avenue. Gulliver 5903.

MARGATE.—"The Bidston" facing sea. Accommodation for Conference Delegates full board £5 10s. 0d. per week. Hot and Cold water and interior spring beds. Good food. Homely. Illustrated Brochure. Phone : Thanet 208391.

MARGATE.—Bed, Breakfast and High Tea 4½ gns. Homely, 3 mins. Sea. North "Fairholme," 159a, Westbrook Avenue, Margate, Kent.

MIDLANDS PRIVATE HOTEL.—21, Duke Street, Southport. Tel. : 5406. Pleasantly situated one min. Lord Street. H. and C., Lounge, dining room, separate tables. Garage. Brochure on request.

N. DEVON.—Braunton. Central all beaches. Bed-brkfst. Full-bd. Vacancies Apl. onwards, G. B. Welch. South Street, Braunton.

OUTINGS.—Come to lovely historic Hinchinbrooke, Huntingdon this summer. Write Mr. Small for free illustrated pamphlet.

(Holiday Accommodation continued on page 371).

firm grasp throughout of the needs and capacity of the eleven-year-old. The book is exceptionally well produced. If the remaining volumes can keep up the standard, this series should prove most useful.

* * * * *

Light, by C. B. Daish, A.R.C.S., M.Sc., D.I.C. (English Universities Press, 15s. net.)

This text-book, in common with the other physical science texts in the same series, has the merit of being designed for a specific group of students—in this instance those preparing for the G.C.E. Advanced and Scholarship Levels and the University of London Intermediate B.Sc. The ground is adequately covered and there are plenty of worked examples in the text and questions from past papers at the end of each chapter. Answers to numerical exercises are given. The exposition is unusually clear. An attempt has also been made to give the material included an interest and validity beyond the immediate demands of the examination syllabus. Examples are drawn from a wide range of natural phenomena within the student's experience. An admirable text-book either for class use or for private study.—C.

* * * * *

Precis and Comprehension Practice, by E. L. Black, M.A., and A. H. Lawley, B.A. (University of London Press, 5s. 6d. net.)

In this collection of passages followed by précis and comprehension exercises, the authors, themselves G.C.E. Examiners, have kept their eyes closely on the requirements of the English Language (Ordinary level) papers. In view of the increasing tendency among examiners to base a number of questions in the paper on the same given passage, a collection such as this, in the hands of a competent teacher, might well be all that would be required in the way of a language text-book by a reasonably good fifth form. The hundred or so well varied prose and verse extracts provide ample material for a full year's work. More exercises are set on each passage than a teacher will wish to use, so that he may select those best suited to his purpose at the moment. Not the least valuable section of the book has no direct relation to examinations: it is a selection of newspaper "cuttings" designed to promote critical reading and as an inoculation against the influence of propaganda and tendentious reporting. Altogether an admirable text-book by two competent and experienced specialists.—C.

* * * * *

The Rise of the Prophets, by Norman J. Bull, M.A. (Relig. Educ. Press, 7s. 6d. net.)

If there is any part of the Bible which strikes even the unimaginative reader as remarkably relevant to life to-day, it is the adventures and the messages of the Hebrew Prophets. Especially if read in a modern translation, the warnings and exhortations of men like Amos might have been delivered from a modern pulpit. Practically all the Religious Syllabuses adopted by local education authorities include lessons on the Prophets for older pupils—no doubt because of the relevancy of their messages already referred to. This new and comprehensive study of the lives of some of these Prophets, with an examination of their messages (Volume VI in the Senior section of the *Teachers' Guides to Religious Education*), deals with the life and work of Elijah, Elisha, Amos, Hosea, Micah, Isaiah, and Jeremiah, in a very exhaustive way and is a mine of first-class material for the teacher. Historical and other charts, some excellent maps, and a detailed index add to the value of the book to the busy teacher.

* * * * *

The Exam. Secret, by Dennis B. Jackson, B.A. (Elliot, 6s. net.)

This is one of those cheerful books which unblushingly begin by declaring that what matters is not "knowing about your subject" but "knowing about exams." It

would be wrong, however, to dismiss it as trivial because it has in places a frivolous air, the air of being a shade laboriously "readable." For Mr. Jackson knows his business, which is getting people through exams (he also knows how to advertise, as his concluding "personal guarantee" illustrates). There are not many tricks and devices in this lamentably chancy gamble of examinations that are not revealed in this remarkable book. And for all its racy self-assurance, there is also some very sound advice on study methods in general and a sprinkling of worldly wisdom of value to students. The highest compliment we can pay Mr. Jackson is the one he would probably most appreciate: If you buy his book and follow his method, you will probably pass the examination at which you are aiming.—C.

OTHER PUBLICATIONS RECEIVED

Helen Books: Helen and Her Dog, Helen on Holiday (Oliver and Boyd 1s. 3d. each).

Animal Books: What is it? What is there? What do we see? (Oliver and Boyd, 1s. each).

A series of little books for children just learning to read by Ruth Bakewell and David Fletcher, illustrated with large photographic pictures of child interest.

* * * * *

From the Grant Educational Co. we have the following:

La Revue des Jeunes.—The last three issues (7, 8 and 9) of an informal, interesting and lively teaching aid in French, edited by Mary Glasgow, for pupils in their second and third year of instruction in French, 1s. each.

Carrousel, A more advanced teaching aid in French, also edited by Mary Glasgow, for fourth, fifth and sixth year pupils, 1s. each.

Four French Plays, by Margaret Linton, M.A.

A collection of plays for the middle school (3s. 6d.). Each play can also be had separately as acting copies.

Know your Tables, by J. B. Palframan, B.Sc.

A pupil's book (9d.), accompanied by a teacher's book (1s. 3d.), for providing methodical exercises in tables. The score card at the back of the pupil's book is a feature which will be appreciated.

A New Careers Booklet

The first of a set of booklets which describes what the young volunteer for regular service in the Forces will find ahead of him has now been published in the "Choice of Careers" series issued by the Central Youth Employment Executive. The new booklet is called "Her Majesty's Forces: Openings for Boys in the Ranks," and tells in broad terms about the main kinds of work which are open to boys in all Her Majesty's Forces and about the way in which the regular serviceman works and lives. The companion booklets which will follow will deal with the Royal Navy, the Army and the Royal Air Force separately, in greater detail.

The booklet, which is illustrated, describes the many kinds of work open to boys who intend making a career for themselves in the Regular Forces. A boy may choose his service occupation from a very wide range comprising four main groups. These are: specialist fighting men; craftsmen; other technical tradesmen; and general services. These broad groups include a selection of jobs representative of every type of work found in the ranks, and the list of occupations open to boys and the various types of entry is given in an Appendix.

The booklet is intended primarily for young people who are deciding on the career to take up on leaving school, but it will also be of interest to parents, teachers and others who are concerned in helping boys to make a wise choice of career.

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PORLOCK, Somerset.—Halsecombe House provides perfect country holiday. Between Exmores and Sea. Personal attention, Garage, Stabling. W. J. Holmes. Tel. 209.

SHANKLIN.—"Hopecliff," Northcliff Gardens, facing sea. Board-res. H. and C. wtr. all bedrms. Sep. tables. Excel. food. (Mrs. J. Langdon). Phone 2349.

SMILING SOMERSET.—Three, four and five-berth caravans available on select site overlooking sandy beach. Flush sanitation. Five to nine guineas per week, per caravan.—Green, "Sunshine Susie," Bream, Burnham-on-Sea, Somerset.

SOUTH DEVON. Salcombe.—Kingsbridge main road. Bed and Breakfast. Very comfortable modern farm. Lovely surroundings. Wallis, Davey Park Farm, Kingsbridge. Phone: 2276.

TELEPHONE HOVE 71092.—Homely Guest House, 5 min. from sea, shops and amusements. Mod. terms, 38, Brunswick Road, Hove.

TORQUAY.—Dinner, Bed, Breakfast. Easter 3 gns. June-Sept. 4 gns. No vacancies July 17th—Aug. 21st. Healy, 64, Princes Road, Torquay.

WEST CORNWALL.—On Land's End and St. Ives Road. Quiet, Restful, Seaviews. First-class accommodation and cuisine. Garage. H. and C. Stamp for brochure. Proprietress. Tremorrton, St. Just, Penzance. (Phone St. Just 29.)

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APPOINTMENTS VACANT**COUNTY BOROUGH OF SMETHWICK EDUCATION COMMITTEE****PRIMARY SCHOOL VACANCIES**

Newly-Qualified or Experienced Teachers are invited to apply for vacancies in Primary Schools arising in September, 1954.

Application forms may be obtained from the Chief Education Officer, 215, High Street, Smethwick, and should be returned as soon as possible.

E. L. TWYXCROSS, Town Clerk.

BEROWNE SCHOOL, STRATFORD-ON-AVON. Boys' Day. September. Qualified master. ENGLISH, SCRIPTURE, Junior FRENCH. Games an advantage. Non-resident.

PENZANCE.—School of St. Clare (Woodward Corporation). Required in September, 1954. RESIDENT MISTRESSES for: (1) MATHEMATICS; (2) FRENCH. Both to Advanced and Scholarship Standard. (3) PHYSICAL EDUCATION. Burnham Scale. Government Superannuation. Apply Head Mistress.

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SURREY.—Required for September, young ASSISTANT MASTER (Graduate) to teach GENERAL SUBJECTS with MATHEMATICS or ENGLISH to O. level G.C.E. Ability to coach Football and Cricket an advantage. Salary, Burnham Scale. Pension scheme. Apply, with testimonials, to Headmaster, High School for Boys, Cheam Road, Sutton, Surrey.

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MISCELLANEOUS ADVERTISEMENTS

DUPLICATING/TYPING.—MABEL EYLES, 395, Hornsey Road, N.19 ARC 1765/MOU 1701.

CATERING MACHINES. Electric Potato Peelers, all sizes, Dish Washing Machines, etc. Write Dept. A.D.V. for details. Speedy repair work all makes of Peelers, etc. Avamore Engineering Co., Ltd., 104, High Holborn, London, W.C.1.

HAND LOOMS, spinning wheels, yarns, weaving books. Write Douglas C. Andrew, Loom Craftsmen, Canterbury. On approved list.

LEATHER PATCHES (colours), Elbow, Cuff, Trousers, 1s. each. Dozen 8s. Gross 72s.—Clayton, Leather Merchant, Sutton Road, Mansfield.

THEATRICAL COSTUMES.—Reduced rate for Schools. Ajax, 44, Wilkinson Street, S.W.8.

SCHOOL MAILING SERVICE.—Envelopes, etc., machine addressed to 30,000 schools in Great Britain at 45s. per 1,000. Seven-day service. Write for details to 98, Kingston Road, London, S.W.19, mentioning this publication.

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CORN FLOUR—7-lb. bag 5/9d., tin 6/9d.

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PREPARED PEA FLOUR—1 lb. bag 20/- per dozen.

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